

The Efficacy of Culture Based Syllabus in Teaching the Target Culture

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ABSTRACT The aim of this study is to reveal prospective English language teachers' perceptions of a culture-oriented syllabus implemented in a foreign language context. The syllabus included drama-oriented activities, improvised writing, and a cross-cultural study focusing on teaching some pre-selected cultural elements. A total of 67 students enrolled in an English Language Teaching department at a state university participated in this study and the data was collected qualitatively. The research paradigm was used to investigate the contribution of culture-based syllabi to the development of linguistic and cultural knowledge of prospective English teachers. The study aimed to figure out the efficacy of the suggested culture-oriented syllabus. Thus the participants were requested to put forth their views stressing the three instructional activities that were specifically designed for the course. The research findings indicated that eighty-five percent of the participants were introduced to new cultural elements through the activities in which they were engaged. With regard to activities implemented in the course, it was also found that the participants were satisfied to a great extent with the syllabus, and as prospective teachers of English, they stated that they would like to implement some of them in their future career.